## **ACMLP** - Distance Learning Course 4<sup>th</sup> edition Motor Learning and Performance Test questions

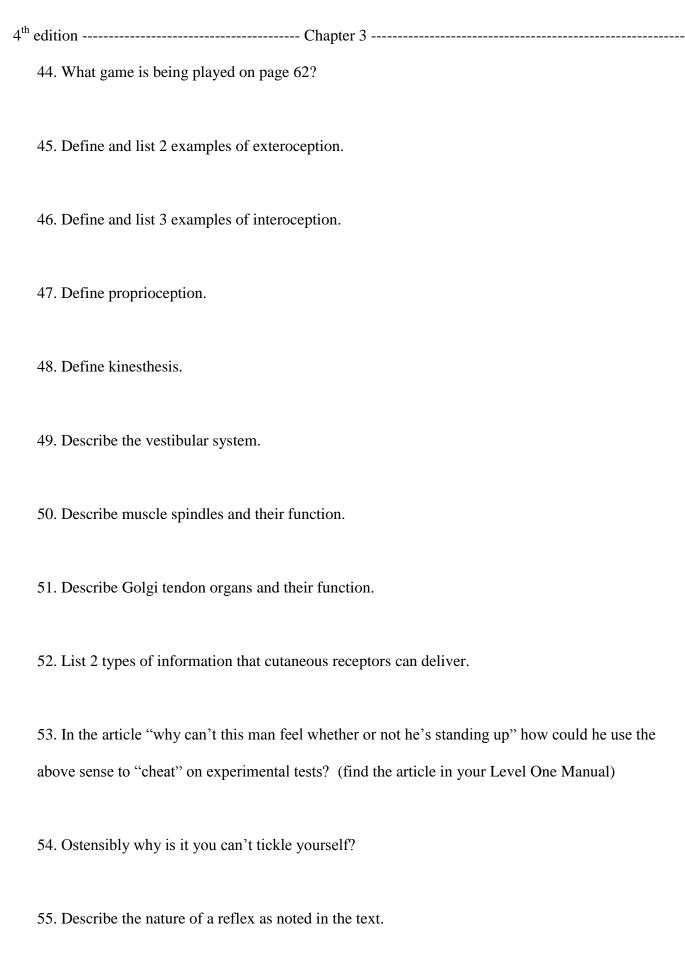
It is suggested to read the questions below and those in the text <a href="BEFORE">BEFORE</a> you read each chapter. Provide answers in the space below the questions to eliminate restating the question.

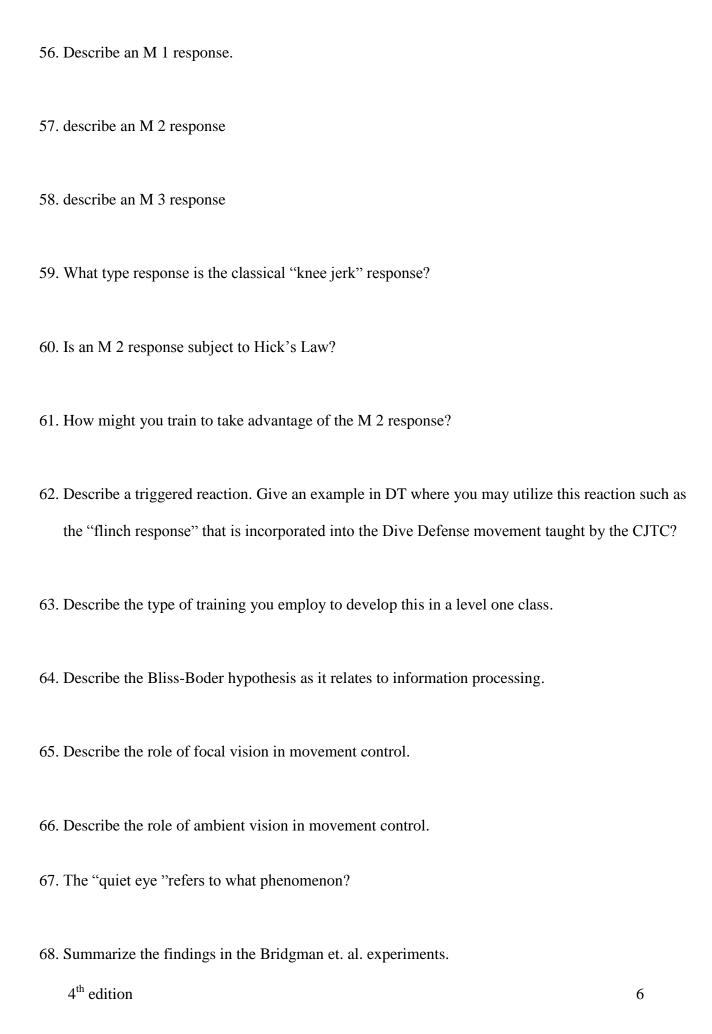
1.	Franklin M Henry is also known as the "father of motor skills research T-F
2.	At what institution did Frank Henry perform most of his research?
3.	One of his most important works was in the area of
4.	When defining a motor skill the text suggests that motor skills can be conceptualized in 2 major ways. Describe the 2 sub-categories.
5.	Describe the task organization continuum and give <u>3 examples</u> of each related to Force training
6.	Why is the term psycho-motor skill or perceptual-motor skill applied to the above tasks?
7.	Explain the concept of a motor-cognitive skill continuum.
8.	Give examples of skills on both extremes and the middle point on the above continuum.
9.	When analyzing a skill for instruction, you should identify what 2 major components about the skill?
10.	Gentile's 2-dimensional classification system considers what 2 elements.

11. Diagram the 2 dimensional grid of Gentile's classification system.
12. Explain implicit learning.
13. The most amount of "problem solving" is in which stage of learning?
14. Describe the Motor learning continuum and the associated motor performance characteristics.
15. At which stage of motor learning is the learner able to detect and correct errors that might occur in their performance?
16. Relate the phenomenon of "choking" during performance to the intrinsic and extrinsic control process.
17. Define the basis or premise on which Problem/Situation Based Learning is based.
18. Arthur Combs had what to say about effective problem solving?
19. Components of a movement skill are typically broken down into 3 categories.
20. Give 2 reasons why the book's authors chose to discuss motor performance concepts prior to motor learning concepts.
21. The last 2 paragraphs on page 21 state what?

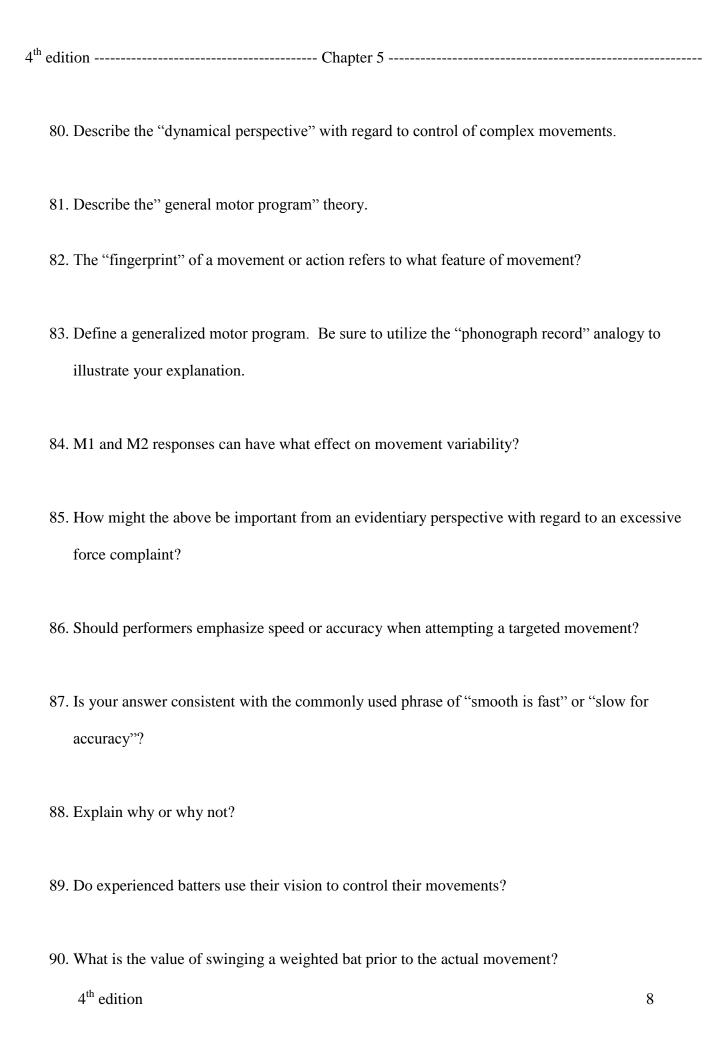
4 <sup>th</sup> ]	EditionChapter 2
	22. How does the information contained on page 27 in the red "box" relate to the "street"?
	23. Stage one of information processing is what?
	24. Stage two of information processing is what?
	25. Stage 3 of information processing is what?
	26. Reaction time is defined as what?
	27. Apply the information on page 34-35 to line officer and relate it to Hick's law.
	28. Discuss figure 2.5 and relate it to "the street" be sure to note which present the biggest challenge
	for LEO's/CO's and which you can influence.
	29. Describe the "inverted-U" (Yerkes-Dodson) principle.
	30. Trait anxiety is what?
	31. How might/should the above phenomenon relate to hiring practices?
	32. How might training affect the "zone of optimal functioning"?

33. Describe perceptual narrowing.
34. Describe the cue utilization hypothesis.
35. Relate the muscles-to-mind to performance on-the-job and training.
36. Mind-to-muscle skills are used for what?
37. Describe how you (probably) already utilize the above in training or on the job.
38. Parallel processing is what?
39. Controlled processing is what?
40. Automated processing is what?
41. The Stroop effect is what?
42. How can the above be used in firearms training? C/DT training?
43. List and define the 3 memory systems outline in the text.

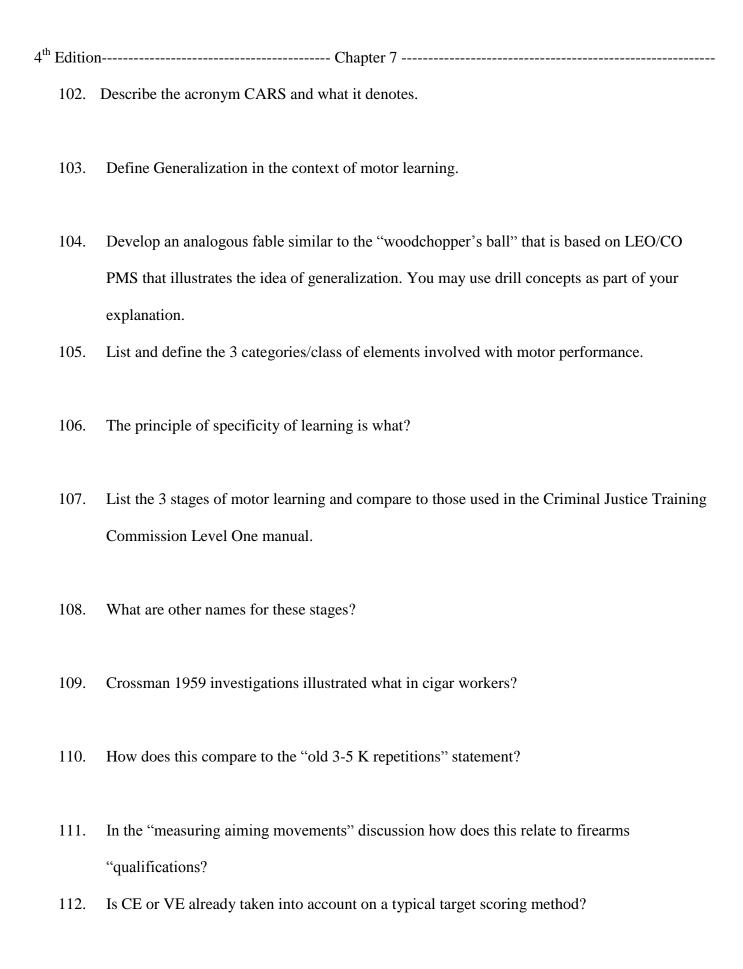




69. Optical Flow provides what 5 types of information?
70. Visual proprioception is described as what?
71. Do successful batters really keep their eye on the ball?
72. Visual dominance is described as what in the text?
73. Identify whether flow training and tactile sensitivity use an open or closed loop control mechanism.
74. List 5 examples of both open and closed loop activities in the C/DT area.
75. Describe the concept of "degrees of freedom" within a movement.
76. Describe a typical skill seen in C/DT or firearms training where this phenomenon is easily observable.
77. Describe a typical activity in Police training that the phenomenon on the top of page 122 would be seen.
78. Can the stage of learning affect DOF phenomenon? If so how?
79. Develop and describe a connection between "surface features" noted on 128 and the concept of contiguous conditioning.



4 <sup>th</sup>	Edi	lition Chapter	6
	91.	Individual differences are defined as  contribute to differences in task performance.	differences among people that
		contribute to differences in task performance.	
	92.	2. Research on individual differences is primarily	y concerned with what 2 things?
	93.	3. Define abilities as utilized by researchers in th	e field of human performance.
	94.	4. Researchers have identified to cogn	nitive and motor abilities.
	95.	5. Comment on the concept of general motor abi	lity.
	96.	6. Frank Henry was a proponent of the above the	ory: T or F?
	97.	7. Ed Fleishman et. al. research what subject in v	what population?
	98.	8. List the 2 major categories that Fleishman util	ized.
	99.	9. How did Henry's and Fleishman's hypotheses	differ?
	100	00. Discuss one major factor that motor skill inst	ructors need to consider in an attempt to predict
		future performance of beginners.	
	101	01. Develop a flowchart similar to the one on pa	ge 181 but use a DT skill for the basis of your chart.



113.	On page 217 reformat Exercise #1 into a DT or firearms skill related question – and then
4th = 11.1	answer it!
4 <sup>th</sup> Edition	Chapter 8
114.	Explain the second paragraph on 221 in the context of an in-service motor-skill class.
115.	How can giving BOTH verbal and visual information simultaneously be counter productive?
116.	List the 2 dimensions identified by Nideffer that people have the capability to control.
117.	Describe External informational focus.
118.	Describe internal informational focus.
119.	Describe broad informational focus.
120.	Describe narrow informational focus.
121.	Which of the above informational focus has been shown to be superior for beginning learners?
122.	Describe the difference between anxiety and arousal.
123.	Describe how "process goals" could be used in IRS type drills.
124.	Structuring practice (massed vs. distributed) can have an effect a single session or between several sessions.  True or False
4 <sup>th</sup>	edition 11

125.	The results of the 1978 Baddeley and Longman postal worker study demonstrated what?
126.	Discuss the concept of limited attentional capacity.
127.	Describe "modeling" as it applies to motor learning.
128.	Describe guidance.
129.	List 3 ways that guidance may have an effect on motor learning.
130.	The classic 1959 experiment by Annett involved what?
131.	The results inferred what about practice structure?
132.	The information in the red box on page 233 relates to what section in the 2071 manual?
133.	Simulators such as FATS are only worthwhile when they
134.	Describe <i>PART</i> practice as it applies to teaching motor skills.
135.	Define the 3 types of part practice outlined in chapter 8 and give an example of each as it applies to motor skill training in the use of physical force.
136.	What 3 questions should the instructor him/herself when incorporating part practice?

137.	Part practice works best when the tasks are what category; and when part practice will not influence what?
138.	The mastery of the sub-skills or parts of a skill does no guarantee effective performance of the WHOLE skill unless what?
139.	What category or motor skill is the least to benefit from part-practice?
140.	Argue FOR the use of slow-motion training of motor skills
141.	Argue AGAINST the use of slow-motion practice.
142.	Define error detection capability.
143.	For learners to improve their error detection capability they must become what?
144.	Should the teacher instruct the student to attend to movement produced feedback <i>during</i> the movement?
145.	Why or why not?
146.	Make a DT analogy for each of the 3 red text boxes on page 243, 244, and 245.
147.	Define and contrast mental practice with mental imagery.

	148.	Where and what is the effect of mental practice on the rate of learning motor skills?	
	149.	Describe the procedure for mental imagery as outlined in the book.	
	150.	According to recent research mental imagery is most likely to benefit from mental in	nagery?
	151.	Rephrased questions 1-8 into a DT/firearms/driving paradigm.	
4 <sup>th</sup>	Edition	nChapter 9	
	152.	Define contextual interference effect.	
	153.	Give specific examples of how this "effect" is manifest in DT training, at the academ service.	ny and in-
	154.	Explain the elaboration hypothesis with respect the above "effect".	
	155.	The Shea and Morgan experiments dealt with what phenomenon?	
	156.	The Action-plan–reconstruction hypothesis (ala Lee & Magill) is also called what?	
	157.	What type of practice structure is likely to give the performer a false sense of accommodate with a motor skill?	plishment
	158.	What is the value of having a wide variety of golf clubs?	
	4 <sup>tl</sup>	h edition	14

159.	what are some of the considerations when deciding now soon to introduce random p	ractice?
160.	What stage of motor learning is the above point likely to be?	
161.	When arranging random skills is it better to place similar or dissimilar skills together/juxtaposed?	
162.	A particular strength of varied practice is that it allows learners to develop what?	
163.	Discuss the components of varied or constant practice versus random or blocked practice versus random or blocked practice.	ctice.
164.	What has Lee, Magill, & Weeks' research said about combining these variables in pro-	ractice?
165.	How does the above information compare to Christina, et.al. research?	
166. 4 <sup>th</sup> Edition	Consistent and varied mapping are synonymous to what other terms? Chapter 10 TEN	
167.	Define interoception.	
168.	Define exteroception.	
169.	Define extrinsic feedback.	
170.	Define intrinsic feedback.	
171. 4 <sup>th</sup>	Kinematic feedback is synonymous with what?  dedition	15

172.	List the three types of reinforcement outlined on page 292.
173.	Elaborate on the information contained in the red box on 294 and differentiate reinforcement from feedback.
174.	Motivation is assumed to be part of what theory?
175.	For retention of complex PMS feedback should be given when the student asks for it?
176.	Define program feedback.
177.	Define parameter feedback.
178.	Define descriptive feedback.
179.	Define prescriptive feedback.
180.	Define summary feedback.
181.	Define attentional cueing.
182.	Define bandwidth feedback.
183.	Define faded feedback.

184.	Describe delayed bandwidth feedback and how it may be connected to recognition memory.
185.	List the feedback methods that have a temporal component as one of its defining qualities.
186.	List the feedback methods that have an external component as one of its defining qualities.
187.	List the feedback methods that have an internal component as one of its defining qualities.
188.	Develop a matrix depicting the various types of feedback methods and their commonalities and differences.
189.	Comment intelligently on the feedback frequency needed for complex motor skills; give a DT example identifying a skill with similar complexity to the one seen in Figure 8.4.
190.	Comment on "a strange golf practice" page 316, and then develop the same regimen for DT, i.e. while on a training run you stop and shadow box.  Chapter 11
191.	Read the case studies and develop a similar situation/story for a police motor skill situation i.e firearms, driving, C/DT. Be sure to incorporate the checklists provided in the book.
192.	Outline the differences in group instruction versus individual instruction and list the major problems and issues surrounding this instructional paradigm